



Chicago Historical Society



# THE ART OF PROTESTING

**Grade level:** Late elementary school through middle school

**Estimated time:** Three class periods

**Topic:** Tools of protest

**Subtopic:** Historic protests

## Teacher background information

**C**hanges in our lives, communities, cities, nation, and the world often begin when people disagree. From town hall meetings and rallies to demonstrations and war (the gravest of all protest measures), protest is an important tool used to make change in our society.

This lesson plan is best used while studying the rights and roles of American citizens and the structure of U.S. government. This is an introduction to how citizens can and have made changes in their lives, communities, and the government through various forms of protest.

## Key concepts

Compare and contrast different methods of protest. Analyze what activities are involved in different methods of protest. Understand that protest is a part of our history.

## Key questions

What tools can citizens use to make changes in their communities and in the government? How are certain tools different from others? Which tools are violent? Which are nonviolent? Which tools are effective in which situations?

## Goals of this lesson

The lesson aims to provide students with a basic understanding of the different types of protest Americans have used throughout history. Students will learn the ways in which protest can produce change for the better or worse.

## Objectives

Students will learn protest vocabulary, identify vocabulary words in visual images of protest, and study different forms of public protest.

## Materials

Master copies of the vocabulary list and protest images are provided.

1. Vocabulary List (blank for students to complete)
2. Vocabulary List with definitions
2. Dictionaries
3. Protest Images:
  - a. Pulling Down the Statue of George III
  - b. The Bloody Massacre perpetrated in King Street, Boston, on March 5, 1770
  - c. Battle of Bunker's Hill



- d. Picketers stop a car from going into a plant at Harvester Co. August 4, 1952.
  - e. Daley supporters at Thirty-first and Halsted Streets in Chicago, Illinois, 1959
  - f. Demonstration in Chicago during the late 1960s
4. Protest Crossword Puzzle (sample to be used as an extension activity)
  5. Protest Crossword Puzzle answer key

## Procedures

### Day 1

Introduce this lesson to your students by telling them that it includes a “very long homework assignment.” Let the students complain about your “decision.” Direct them to make arguments that support their position (why you should not give the long assignment). List the students’ reasons on the board. When you are finished, explain that they have just held their own protest.

Give students the protest vocabulary list. Note: You may want (but are not required) to teach the vocabulary in this lesson in groups to show the different levels of protest, for example:

### Levels of Protest

<i>Nonviolent protest (informational)</i>	<i>Nonviolent protest (active)</i>	<i>Violent protest (active)</i>
banner	boycott	mob
leaflets/fliers	chant	rebellion
petitions	demonstration	revolt
political cartoons	march	revolution
signs	picket	riot
slogans	rally	war
speeches		

Adapt the vocabulary list for your students by adding or deleting terms as appropriate. Make an overhead of the vocabulary list (without the definitions) for your students to copy or distribute the list as a handout. As a class, discuss each word on the vocabulary list. Allow time for students to fill in the definitions. Regroup as a class and determine the most accurate definitions and create a final list for the whole class to use. (Consult the vocabulary list with definitions for help.)

Ask students to identify the protest tools (from their vocabulary) that they used when protesting the homework assignment. Also discuss how the methods of protest can work together across the categories listed above.

### Day 2

Explain to students that they are going to study images of real protest. As a preview, place the images around the room, and have students walk around and view the images while consulting their vocabulary lists. You may wish to add images from your social studies book or from current magazines or newspapers.

After students have viewed all the images, choose a single image to discuss. Place a transparency of the image on the overhead projector or distribute a copy of the image to each student. Instruct students to study the image and to apply one vocabulary word from their vocabulary list to the image. As a class, compare and contrast the words students choose and discuss why those words apply to that image. Note the variety of words selected, and discuss why more than one word choice is correct.

### Day 3

Distribute a protest image (omit the one studied as a class on Day 2) to each student. It is okay to distribute duplicate images. Instruct students to study their image and write a short, one-paragraph description of what they see. To inform their writing, students should look closely at the details in the image and read the caption that goes with the image. Instruct them to use descriptive language in their paragraphs and to incorporate their protest vocabulary words. Students may also complete this activity in small groups.

Allow time for discussion about each student’s photograph. Ask students to read their descriptions aloud and present the reasoning for their description. Support each presentation by clarifying information and vocabulary as necessary.

You may want to leave the pictures up in the classroom for a day or so while periodically quizzing students on the type of protest represented in each image.

## Suggestions for student assessment

Quiz students on protest vocabulary by asking them to write definitions or match the words to their definitions. Grade the descriptions of photographs based on incorporation of vocabulary words, accurate analysis, and detailed description.

## Extension activities

1. Have students expand on their initial descriptions by researching and writing a one-page paper about a protest image. Grade their work according to correct vocabulary usage and analysis of the cause and effect of the protest. Be sure the image is of a historically significant protest that students can accurately research.
2. To further study protest vocabulary, create a crossword or some type of word puzzle. Discovery's [www.puzzlemaker.com](http://www.puzzlemaker.com) is an excellent website that will help you create your puzzle. You simply need to enter the vocabulary words and their definitions, and it will generate a puzzle for you. A sample puzzle and answer key are included at the end of this lesson.

## Additional resources

There are a variety of books and websites that can support and expand this lesson, including:

Blachowicz, Camille, and Peter Fisher. *Teaching Vocabulary in All Classrooms*. New Jersey: Prentice Hall, 2001.

Foner, Eric, and Olivia Mahoney. *A House Divided: America in the Age of Lincoln*. New York: Chicago Historical Society in association with W. W. Norton & Company, 1990.

Young, Alfred F., and Terry J. Fife, with Mary E. Janzen. *We the People: Voices and Images of the New Nation*. Philadelphia: Temple University Press, 1993.

[www.puzzlemaker.com](http://www.puzzlemaker.com)  
(a branch of [www.discover.com](http://www.discover.com))

[www.brothermalcolm.net](http://www.brothermalcolm.net) (a comprehensive website on the life and legacy of Malcolm X)

[www.chicagohistory.org](http://www.chicagohistory.org) (the Chicago Historical Society's website)

## Image credits

Battle of Bunker's Hill, depicted from painting by Alonzo Chappel. Chicago Historical Society, ICHi-07720, n.d. Engraving.

[Bergen, F.?] Picketers stop a car from going into plant at Harvester Co. Chicago Historical Society, ICHi-20980, 1952. Photograph.

Chappel, Alonzo. Boston Massacre. Chicago Historical Society, ICHi-20442, n.d. Engraving.

Daley supporters at Thirty-first and Halsted Streets, Chicago, Illinois. Chicago Historical Society, ICHi-25553, 1959. Photograph.

Demonstration in Chicago. Chicago Historical Society, ICHi-19625, late 1960s. Photograph.

Pulling Down the Statue of George III by the Sons of Freedom. Chicago Historical Society, ICHi-20451, c. 1860. Engraving.

## This lesson fulfills the following Illinois Learning Standards:

### English Language Arts

State Goal 3: Write to communicate for a variety of purposes.

State Goal 4: Listen and speak effectively in a variety of situations.

State Goal 5: Use the language arts to acquire, assess, and communicate information.

### Social Science

State Goal 14: Understand political systems, with an emphasis on the United States.

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

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**PROTEST VOCABULARY LIST****activists**

\_\_\_\_\_

**banner**

\_\_\_\_\_

**boycott**

\_\_\_\_\_

**chant**

\_\_\_\_\_

**demonstration**

\_\_\_\_\_

**empower**

\_\_\_\_\_

**leaflet**

\_\_\_\_\_

**march**

\_\_\_\_\_

**petition**

\_\_\_\_\_

**picket**

\_\_\_\_\_

**protest**

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**rally**

\_\_\_\_\_

**rebel**

\_\_\_\_\_

**revolution**

\_\_\_\_\_

**revolt**

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**riot**

\_\_\_\_\_

**signage**

\_\_\_\_\_

**slogan**

\_\_\_\_\_

**speech**

\_\_\_\_\_

**war**

\_\_\_\_\_

**AMERICA and PROTEST**

## PROTEST VOCABULARY LIST

<b>activists</b>	<i>a person or persons that take(s) direct action to achieve a political or social goal</i>
<b>banner</b>	<i>a type of flag with words</i>
<b>boycott</b>	<i>a joining together of people to refuse to deal with or buy from another person or group</i>
<b>chant</b>	<i>to say or shout the same thing over and over</i>
<b>demonstration</b>	<i>to show feelings or views publicly by acting as a group with others</i>
<b>empower</b>	<i>to give power or authority to a person or a group</i>
<b>leaflet</b>	<i>a sheet of printed material that is often folded; a brochure</i>
<b>march</b>	<i>to walk together as a group</i>
<b>petition</b>	<i>a formal document signed by many people that asks for something</i>
<b>picket</b>	<i>a person stationed outside of a place in order to demonstrate against something</i>
<b>protest</b>	<i>to speak strongly against or to express disapproval</i>
<b>rally</b>	<i>a coming together to motivate people for a common purpose</i>
<b>rebel</b>	<i>to disagree with and to act against authority</i>
<b>revolution</b>	<i>an overthrow of a government or social system</i>
<b>revolt</b>	<i>to rebel against authority</i>
<b>riot</b>	<i>a violent public disturbance</i>
<b>signage</b>	<i>a public display of a group of signs</i>
<b>slogan</b>	<i>a saying associated with a political party or group; a phrase used with advertising</i>
<b>speech</b>	<i>a talk given to an audience</i>
<b>war</b>	<i>an armed (with weapons) conflict between two or more groups</i>

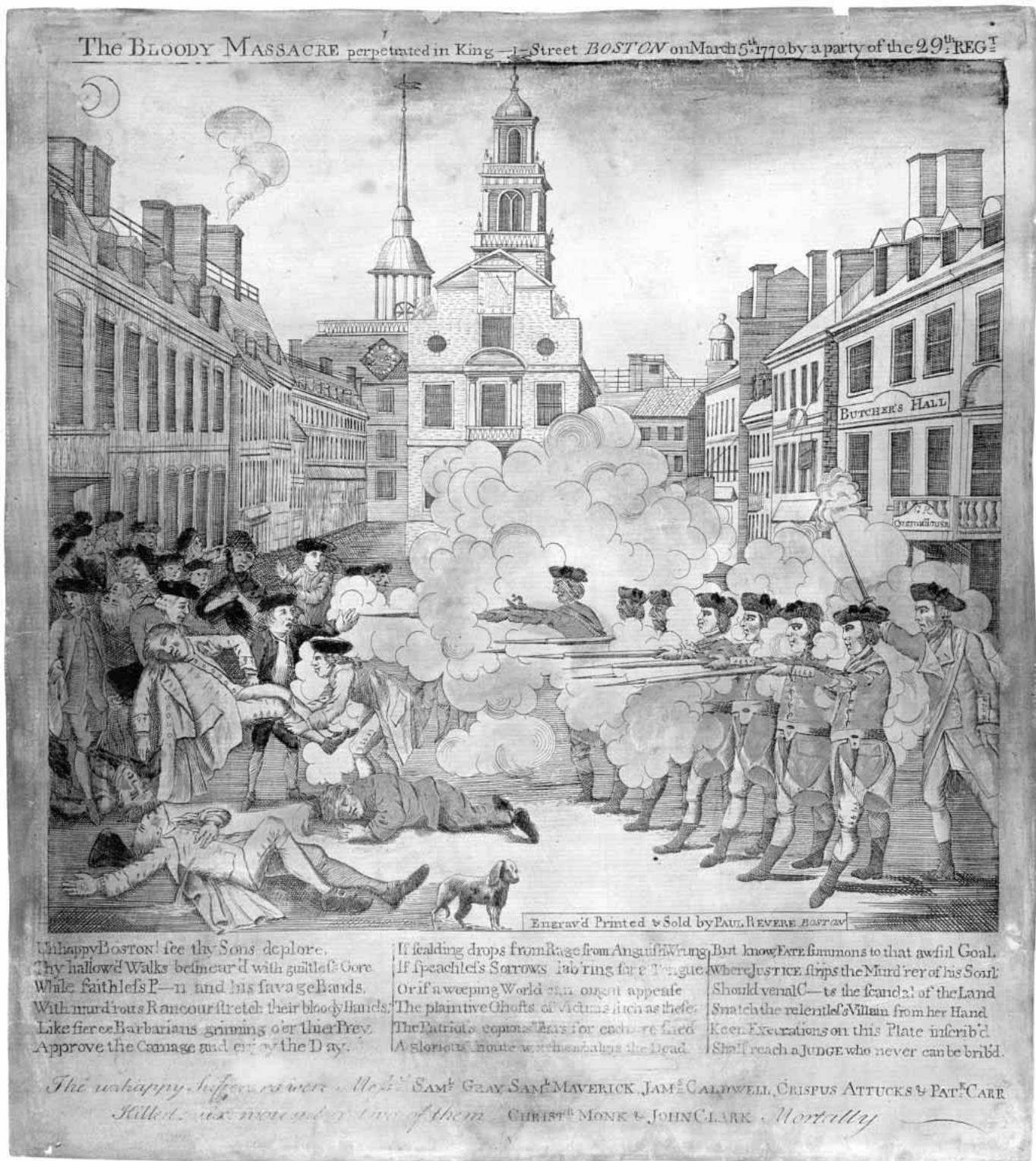
AMERICA and PROTEST





### PULLING DOWN THE STATUE OF GEORGE III

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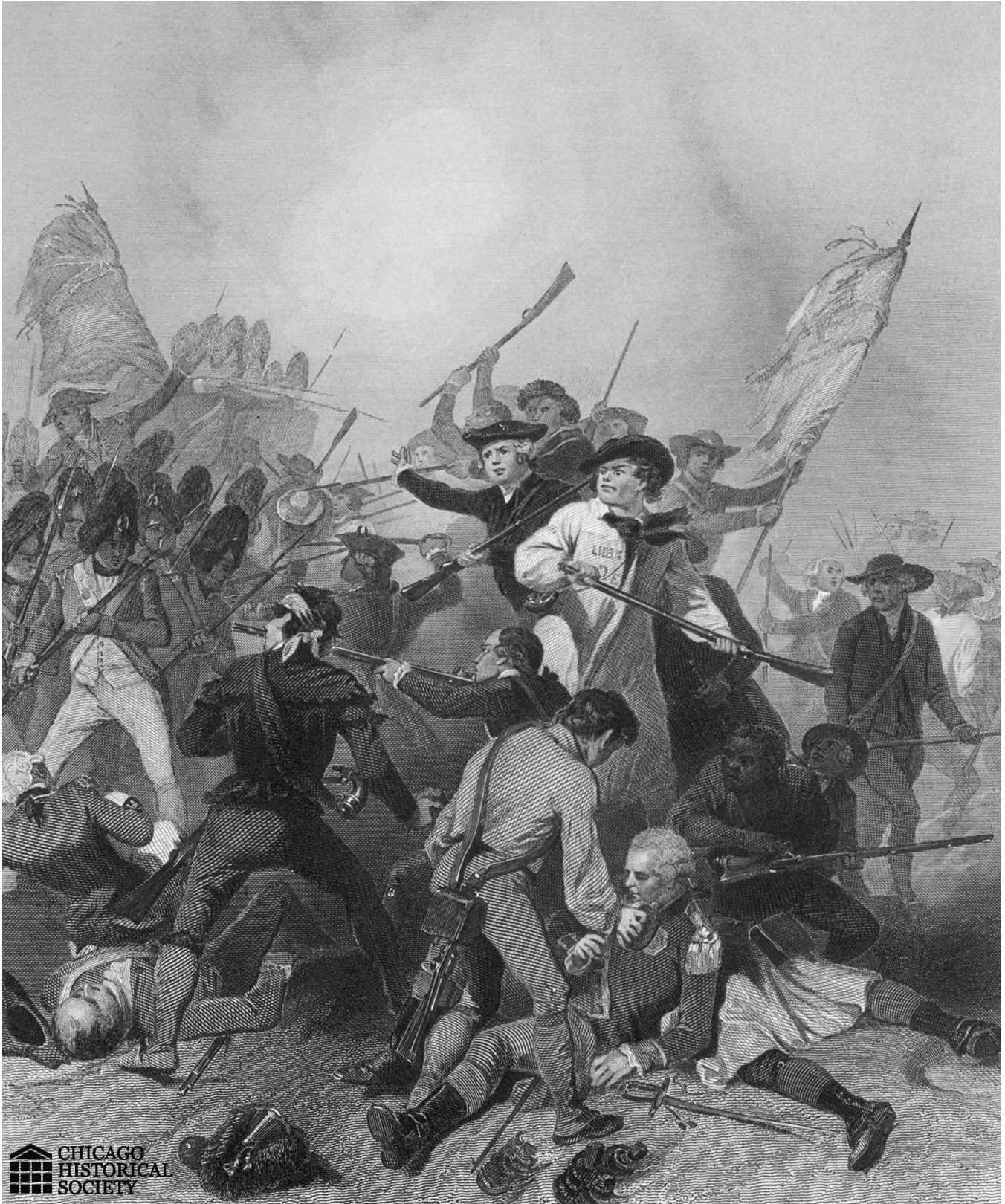


THE BLOODY MASSACRE PERPETRATED IN KING STREET, BOSTON, ON MARCH 5, 1770

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BATTLE OF BUNKER'S HILL

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PICKETERS STOP A CAR FROM GOING INTO A PLANT AT HARVESTER CO., AUGUST 4, 1952. Photograph by [F. Bergen?].

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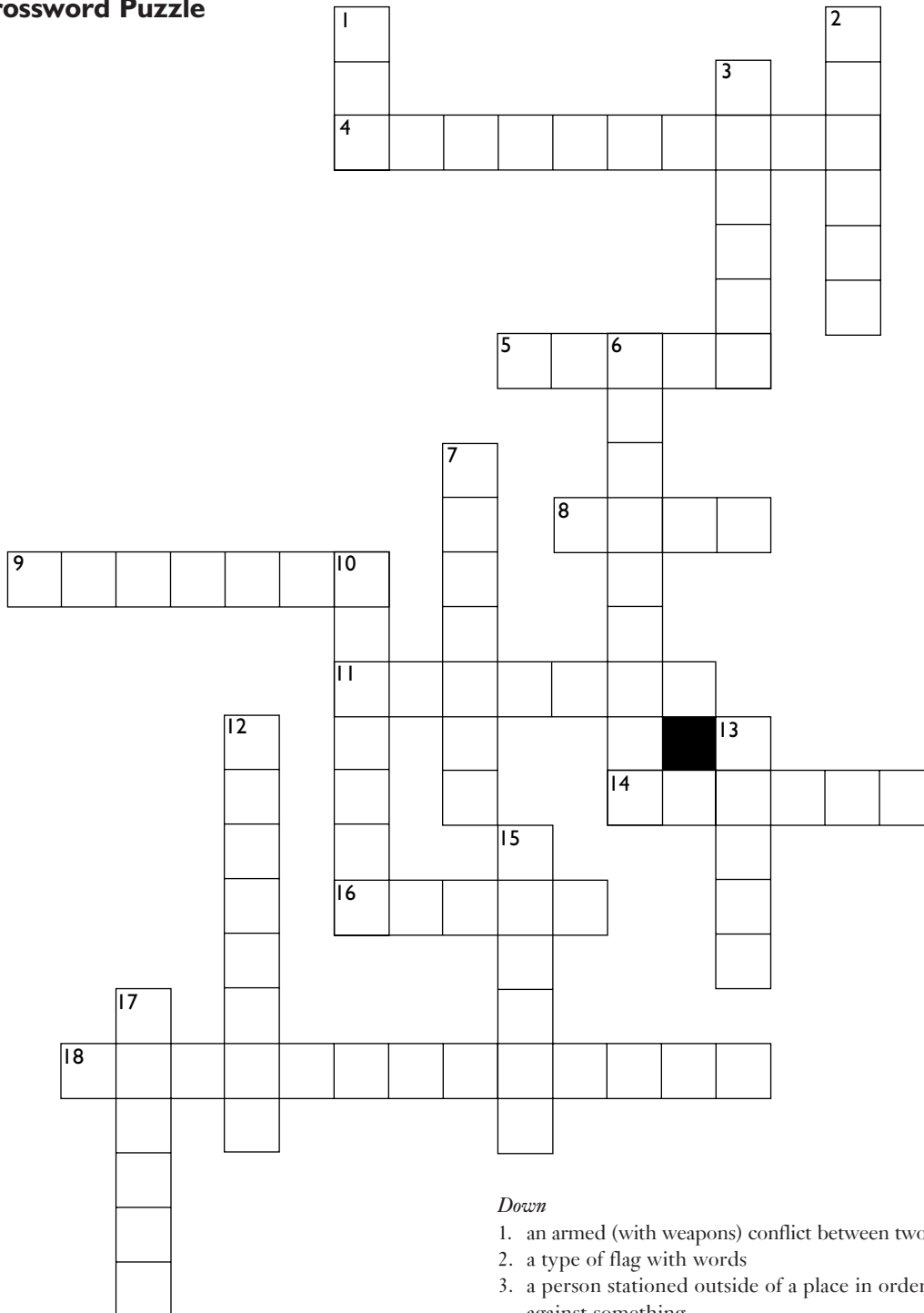
DALEY SUPPORTERS AT THIRTY-FIRST AND HALSTED STREETS IN CHICAGO, ILLINOIS, 1959

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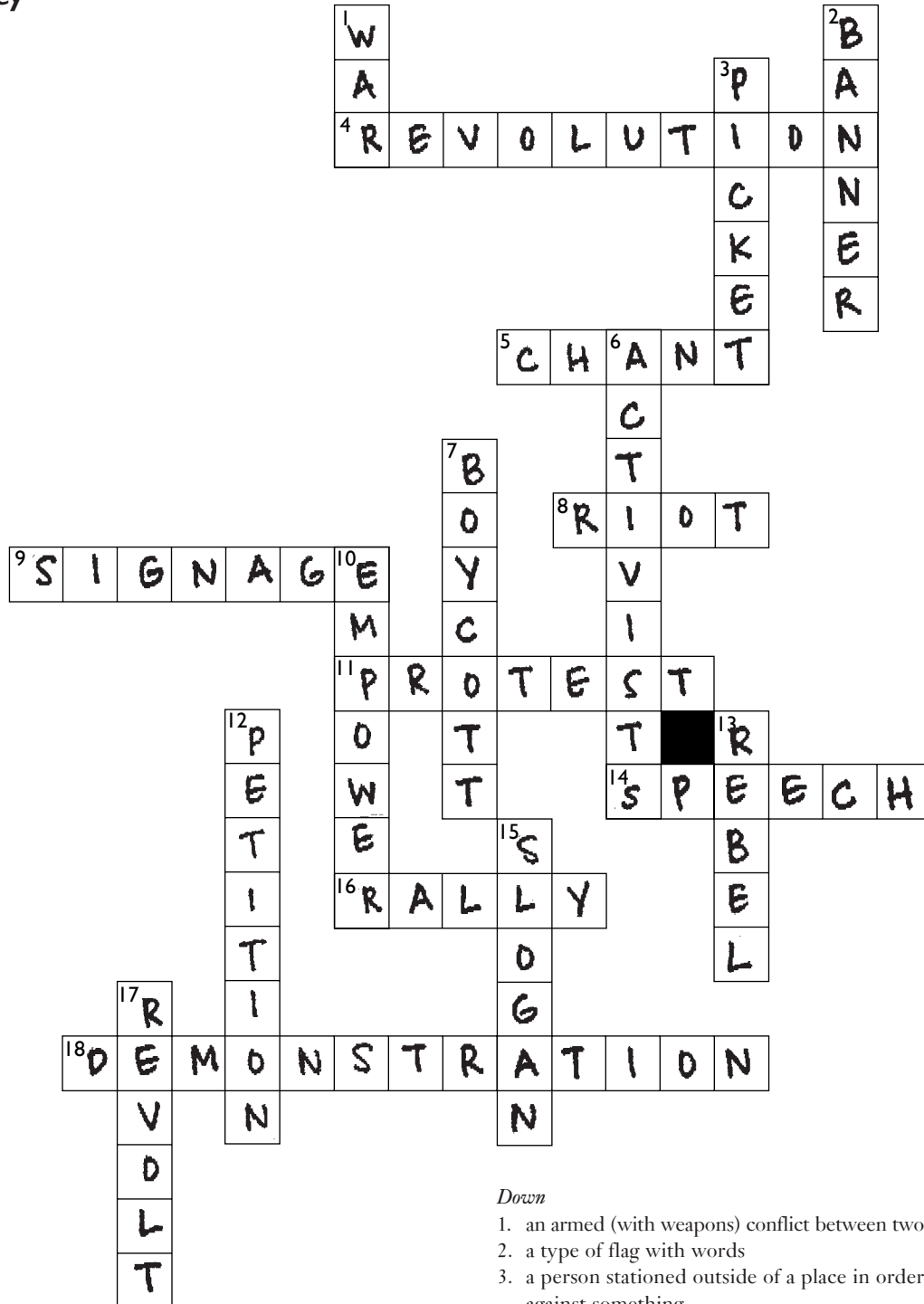
**Protest Crossword Puzzle**

**Across**

4. an overthrow of a government or social system
5. to say or shout the same thing over and over
8. a violent public disturbance
9. a public display of a group of signs
11. to speak strongly against or to express disapproval
14. a talk given to an audience
16. a coming together to motivate people for a common purpose
18. to show feelings or views publicly by acting as a group with others

*This crossword puzzle was created using Discovery's [www.puzzlemaker.com](http://www.puzzlemaker.com).*

**Down**

1. an armed (with weapons) conflict between two or more groups
2. a type of flag with words
3. a person stationed outside of a place in order to demonstrate against something
6. a person or persons that take(s) direct action to achieve a political or social goal
7. a joining together of people to refuse to deal with or buy from another person or group
10. to give power or authority to a person or a group
12. a formal document signed by many people that asks for something
13. to disagree with and to act against authority
15. a saying associated with a political party or group; a phrase used with advertising
17. to rebel against authority

**Answer Key**

**Across**

4. an overthrow of a government or social system
5. to say or shout the same thing over and over
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9. a public display of a group of signs
11. to speak strongly against or to express disapproval
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## HISTORY LAB | FEEDBACK FORM

**Please give us your feedback!** After reviewing and using this *History Lab* lesson, please send us your feedback. Your ideas and honest assessment will ensure that these lessons keep improving and will provide us with useful insight for future teacher fellows. To fill out this form online or discover additional *History Lab* activities, visit the educators section of the Chicago Historical Society's website at [www.chicagohistory.org](http://www.chicagohistory.org).

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

School: \_\_\_\_\_ Grade you teach: \_\_\_\_\_

Are you a CHS member? (circle one):            yes            no

Name of unit you are evaluating (check one):

☐ America's Documents of Freedom

☐ Chicago's World's Fairs

☐ African American Life in the Nineteenth Century

☐ Face-to-Face with the Great Depression

☐ The Civil War: Up Close and Personal

☐ America and Protest

Name of lesson you are evaluating: \_\_\_\_\_

1. On a scale of one to five (with five being the best) rate this lesson in terms of the quality of the student learning experience it provides (circle one):

5

4

3

2

1

2. What were the strengths of this lesson? \_\_\_\_\_

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3. What aspects of this lesson needed additional fine-tuning? \_\_\_\_\_

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4. What advice, tips, or suggestions would you give to future users of this lesson? \_\_\_\_\_

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5. Where does this lesson fit in your course of study (scope, sequence, unit)? \_\_\_\_\_

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6. If applicable, how did the use of primary sources impact student learning? \_\_\_\_\_

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**Thank you for your time. Please send the completed form to:**

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Attn: History Programs **Fax: 312-266-2077**

